**Identification of K-2 Students**

Notes from Charlotte A. Akin

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1. Parents are better identifiers than teachers: Involve them especially in the nomination process!

* Miraca Gross research on profoundly gifted young children
* Teachers choose students of high ability, but not gifted, who are high achievers and pleasers.
* Teachers might need training in what to look for:

1. Early readers – elevator doesn’t go to top w/most testing. We are conditioned to benchmark testing and this is a barrier for finding gifted children.
2. Unusual vocabulary
3. Unusual point of view – may show up in art work
4. Detail in art work; unusual creativity generally, musical ability
5. Unusual sense of humor
6. Use open-ended activities/ questions: nearly lost under NCLB
7. Do not overlook the disconnected, unengaged
8. Do not overlook the angry, frustrated, ones who act out
9. Do not overlook those not connecting with peers socially
10. Do not overlook parent comments regarding changes in behavior, mood in child upon entering school: sleep problems, depression, stomach upset etc.
11. THIS IS AN EXTREME POPULATION AND THEY ARE NOT ALL ALIKE. Cast a wide net.
12. The rules (WACS) are the same for this population as they are for older students. But the means may vary.

* Nomination must be widely published in advance.
* Nomination can be from anyone.
* Multiple objective measures
* Articulated criteria for program and services
* Selection Committee
* An appeals process

1. Screening may be used – it is optional. If it is used, then it must follow the same rules as other identification: multiple objective measures.
2. Departing from WACS, I would suggest measures that align with what is being used for older students in your district.

* I might use the Cogat Survey to look at cognitive ability. (The Cogat is the most widely used measure in WA.)
* Then I might use some measure for achievement. For K-2 you could use something you district is already using for achievement assessment in reading and/or math. Just take the ceiling off! Students who nail a test should be given testing at the next level up. Be careful to space tests so fatigue of young children isn’t a factor.

1. Keep in mind that the reliability for our youngest students, while strong, isn’t as strong as for older students. Students can test each year for placement if they are not eligible for services the first year. Make sure parents know this. (And ELL teachers…)
2. Schools that have cluster grouping or Walk to Read, Walk to Math can include high achievers not identified for services in their clusters etc. There is no law against meeting the needs of *any* child at his/her point of need.

Other sources of information:

*Kingore Observation* Inventory by Dr. Bertie Kingore

Roger Fisher, regional consultant, professional developer: [hamerfish1@comcast.net](mailto:hamerfish1@comcast.net)

Dr. Nancy Hertzog, Director of the Robinson Center, U of W